

**AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>Non-Francophone French</b>
<b>Grade Level:</b>	<b>HS Advanced</b>
<b>Topic/Concept:</b>	<b>Child trafficking in Africa</b>
<b>Estimated Time Required:</b>	<b>4-Weeks</b>
<b>Developed by:</b>	<b>Augustin Yameogo</b>

**Desired Results:**

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

**1. COMMUNICATION**

**Standard 1.1** Interpersonal Communication

Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

*Relevant Benchmark:*

Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems of the target cultures.

**1.2** Interpretive Communication

Students will understand and interpret writing and speech on a variety of topics in the target language.

*Relevant Benchmark:*

**1.2.b.** Understand the main themes and significant details from audio / visual products of the cultures as presented on television, radio, and video or live presentations, Internet websites, etc.

**Standard 1.3** Presentational Communication

Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

*Relevant Benchmarks:*

**1.3.a.** Write short, well-organized compositions on age-appropriate topics of interest.

**1.3.b.** Write personal letters using culturally appropriate format and style.

**2. What are the enduring understandings that this unit is built upon?**

- Children have rights
- Child trafficking violates children rights
- Child trafficking is a complex issue
- There are NGO's fighting against child trafficking
- Anyone can make a difference

**3. What essential or unit questions will prompt curiosity and focus?**

- What do you know about child trafficking?
- Do you know someone or a friend who has been a victim of child trafficking?
- What happens to the children being trafficked?
- What role do some parents play in child trafficking?
- What kind of work do they do in the countries they are brought to?
- Why is communication important to your life/community?
- Can ineffective communication lead to misunderstanding and conflict?

**4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?**

Knowledge	Skills
The countries involved	Tense agreement
The impact of child trafficking on education	Research a topic about child trafficking
The rights of children	Always defend children's rights everywhere using a solid argumentation
	Always denounce violation of these rights

## **Evidence of Learning:**

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

En vous basant sur vos connaissances sur le trafic des enfants, écrivez une lettre au Président de la République dans laquelle vous proposerez des solutions pour lutter contre le trafic des enfants au Burkina Faso.

**2. Provide the scoring guide/rubric for the culminating task (written summative assessment).**

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>
Vocabulary	Inadequate or inaccurate use of vocabulary, responses lack variety of vocabulary	Students use minimal variety of vocabulary-Some vocabulary may be used inappropriately. Responses may include English words.	Adequate and accurate use of vocabulary and expressions for this level. Most vocabulary is used accurately and appropriately	Rich use of vocabulary and expressions.
Elaboration	Writes with no details	Writes with some appropriate and coherent sentences. Provides few details	Writes mostly appropriate and coherent sentences. Provides some details.	Consistently Writes appropriate and coherent sentences. Provides many details.
Mechanics	Inaccurate spelling, use of punctuation and capitalization.	Somewhat inaccurate spelling; use of punctuation and capitalization.	Mostly accurate spelling; use of punctuation and capitalization.	Few or no Error in spelling; punctuations and capitalizations.
Grammar	Inadequate and/or inaccurate use of basic language structures. There is little or no evidence of the correct use of basic language structures.	Emerging of language structures. They are used approximately half of the time.	Emerging control of basic Language structures. They are used correctly about three quarters of the time.	Control of basic language structures. They are used correctly most of the time, not all the time.

## **Instructional Plan:**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

ACTIVITIES	MATERIALS	TIME
<p>Whole class oral activity: students answer the following questions:</p> <ul style="list-style-type: none"> <li>- Avez-vous déjà entendu parler du trafic des enfants? Qui peut nous dire ce que c'est que le trafic des enfants ?</li> <li>- Connaissez-vous des enfants qui ont été victimes de ce trafic ?</li> </ul> <p>Reading/comprehension: students read an article about child trafficking and answer the questions in writing.</p>	<ul style="list-style-type: none"> <li>- Article from a local newspaper</li> <li>- Dictionaries</li> </ul>	Lesson 1
<p>Movie: before watching the movie, students:</p> <ol style="list-style-type: none"> <li>a. Discuss the image on the DVD cover: <ul style="list-style-type: none"> <li>- S'agit-il d'une photographie, d'un dessin ou d'une peinture?</li> <li>- Imaginez les liens qui unissent ces personnages : d'après vous, qui sont-ils ? ou sont-ils ?</li> </ul> </li> <li>b. write a paragraph predicting what the movie will be about based on its title:</li> </ol> <p>Movie title: Les enfants des autres/Children of others by Oumar Nitiema "En vous basant sur le titre du film, rédigez un paragraphe</p>	<ol style="list-style-type: none"> <li>c. Overhead projector</li> <li>d. DVD/Movie</li> </ol>	Lesson 2

<p>dans lequel vous ferez vos prédictions sur le film que nous allons voir” Each student then read his/her paragraph to the class Show the movie</p>		
<p>After the movie: students write another paragraph about the movie and compare it with their first paragraph</p> <p>Questions to prompt discussion:</p> <ul style="list-style-type: none"> <li>- Le film vous a-t-il aide/permis de mieux comprendre le problème du trafic des enfants?</li> <li>- Le film a-t-il proposé des solutions pour lutter contre ce phénomène ?</li> <li>- Que pensez-vous de la fin du film ? Imaginez une autre fin à l’histoire.</li> <li>- Si vous étiez le réalisateur ou la réalisatrice de ce film qu’auriez-vous changé ?</li> </ul>		Lesson 3
<p>Writing: Décrivez les personnages principaux du film: description physique, morale et importance dans le film Review adjectives agreement</p>		Lesson 4
<p>Formative Assessment:</p> <p>Introduce PowerPoint presentations to be done by students. Each student will research and present a topic related to child trafficking :</p> <p>Topic samples:</p> <ul style="list-style-type: none"> <li>- Les organisations et ONG luttant contre le trafic des enfants</li> <li>- Quelle est la</li> </ul>		Lesson 5

<p>destination des enfants victimes de ce trafic ?</p> <ul style="list-style-type: none"> <li>- Les sanctions réservées aux trafiquants d'enfants ?</li> <li>- L'acheminement des enfants vers les pays récepteurs</li> <li>- Le rôle des parents dans le trafic des enfants</li> <li>- L'UNICEF</li> </ul>		
<p>Preparation : students prepare their presentations at the computer lab.</p>		<p>Lesson 6</p>
<p>Each student will have 10 minutes to present and 5 minutes to answer the questions.</p>		<p>Lesson 7</p>
<p>Summative assessment:</p> <p>Written production paper. En vous basant sur vos connaissances sur le trafic des enfants, écrivez une lettre au Président de la République dans laquelle vous proposerez des solutions pour lutter contre le trafic des enfants au Burkina Faso.</p>		<p>Lesson 8</p>